

FE Week



Rushanara Ali

Rachel Reeves

PARTIES CLASH ON FE AND SKILLS

Labour 'imitates' youth unemployment policy

Page 5

Conservatives 'playing catch-up' on TechBacc

Page 5

Lib Dem 'cradle to college' pledge prompts match plea

Page 10



Matthew Hancock



Nick Clegg

COLLEGES UNDER FIRE ON GAZELLE'S £3.5M

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A month-long *FE Week* investigation into multi-million pound funding of Gazelle by UK colleges has resulted in criticism that public money was being used on "expensive initiatives which have little educational impact".

The group's five founding colleges have dished out more than £530,000 each to Gazelle, according to figures obtained under the Freedom of Information Act.

More than 20 current and former member colleges were asked what they had spent on the organisation, which was launched in January 2012 with standard annual membership priced at £35,000.

Gazelle, which raked in around £3.5m from

colleges, claims to, "develop innovative new learning models and new partnerships with business to deliver an improved outcome for students, their communities and the economy".

Its chief executive, Fintan Donohue, said the "enrichment of student experiences and outcomes" was its "overriding goal".

But no independent research has been carried out into whether learners benefit, while of the 11 Gazelle colleges inspected since 2013, six were rated as good, four were told they required improvement while one was branded inadequate. Four of these were an improvement, one was a decrease and the rest were no change.

The findings of the *FE Week* investigation have prompted University and College Union general secretary Sally Hunt to question the

sums of cash being handed over by colleges.

"At a time of financial pressures on colleges across the UK, students and staff alike will be dismayed at how much is being paid by some institutions for Gazelle membership which seems to have little impact when it comes to improving learner experience," she said.

"The amount that some colleges are paying Gazelle seems incredible given the apparent lack of return on investment for the institutions involved. We would seriously question whether this is resulting in a better education for learners.

"Colleges should focus more on ensuring better learning environments for students and working environments for staff, and less on expensive initiatives which have little educational impact."

The highest paying Gazelle college was

grade three-rated Gateshead, one of the founders, and it gave £642,000.

The payments included including £120,000 for "purchase of educational concept" and more than £22,000 for staff development and student activities, but deputy principal John Holt defended the contract.

He said: "As a college we place considerable value on key aspects of the Gazelle membership and activity."

He said the benefits included the formation of pro-active development groups across key areas of curriculum innovation, engagement of students in national competitions, exposure to business and entrepreneurial expertise and innovation in teaching and learning.

The remaining founder colleges were Warwickshire, City College Norwich, New

Continued on page 2

APPRENTICE MINIMUM WAGE TO DROP?

PAGE 2

BIS LOOKS AT FE LOANS FOR 19 TO 23S

PAGE 7

STRIKE GOES ON: UNION V PRINCIPAL

PAGE 17

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EDITION 107

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NEWS

SFA JOB CUTS 'IDEALOGICAL'

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A programme of job cuts at the Skills Funding Agency has been attacked as “ideological” by MPs who warned that staffing reductions could hit apprenticeships.

Around 20 Labour and Democratic Unionist Party MPs have so far signed an Early Day Motion (EDM) in Parliament condemning the cuts.

The agency shed 600 of 1,900 staff through cost-cutting schemes launched in October 2010 and December 2011 and it aims to reduce staffing levels further, by 30 per cent, to 925.

The EDM, tabled by Labour MP for Wansbeck Ian Lavery, said the house “condemns the reduction of staff numbers” and “notes that these ideological cuts to staffing will have a detrimental effect on the delivery of apprenticeships and the National Careers Service”.

It warned that reduced staff could “increase the potential for fraud” and could also mean small and medium-sized employers would have less support, limiting their ability to take on apprentices.

The EDM further called on the government “to acknowledge the value and dedication of staff working within the agency and to commit to further recruitment in

agency”.

Skills Minister Matthew Hancock told *FE Week* the EDM “did not sound like something I would support”.

He added: “Making sure that we live within our means and that we deliver for learners as effectively as possible is what we're all about.”

The latest job cuts formed part of the Civil Service reform programme, which is said to be aimed at making the service smaller, more open and flexible.

An agency spokesperson said that as of March, there were 1,278 agency staff. At the same time last year it was 1,320 and in 2012 it was 1,275.

He said: “The agency is nearing completion of reforming our organisational structure and ways of working.

“By the end of June we will have reduced our overall headcount by just over 30 per cent and, more significantly,

rebalanced our divisions to reflect more accurately where work should take place.

“As part of the changes the National Apprenticeship Service now operates as part of the agency enabling it to effectively deliver the government's priorities on apprenticeships and traineeships.”

Pay cut fears for apprentices

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Fears have emerged that government proposals to streamline “difficult” minimum wage rates for apprentices could lead to lower pay.

The Low Pay Commission (LPC) has been asked to look at simplifying the rate for apprentices, which is £2.68-an-hour for those in year one before normal worker minimum rates apply.

A government spokesperson said: “The current system can be difficult for employers to understand, leading to poor compliance. The new remit will look at streamlining the apprenticeships rate so that apprentices get the minimum wage they are entitled to.”

The fear is that a simplified system could entail a new minimum rate for all apprentices, with learners no longer moving up after 12 months to the higher rates enjoyed by normal workers.

Toni Pearce, president of the National Union of Students, told *FE Week*: “It would be completely unacceptable for ministers to let companies off the hook under the guise of simplification with one hand, and then to give them free reign to pay a lower flat rate minimum wage for the duration of an apprenticeship with the other.”

It comes after findings in the apprenticeships pay survey 2012, which came out late last year, showed 29 per cent

of learners did not receive the then-legal minimum of £2.65 an-hour in 2012, up from 20 per cent the year before.

Business Secretary Vince Cable said: “I want to see apprentices paid the right wage, so I am asking the LPC to simplify the system to make it easier for employers to know exactly what wage they must pay.”

The apprentice minimum wage is set to rise by 5p an-hour to £2.73 from October and the LPC is due to report to the Prime Minister, the Deputy Prime Minister and Dr Cable in February.

Ms Pearce added: “Although Dr Cable is suggesting that it is not currently easy enough for firms to understand the rules on apprentice pay, in reality the issue is quite simple.

“We need to see both government enforcement to ensure companies obey the law, and moves to close the discriminatory pay gap by adopting an equal minimum wage which is both fair for employees and simple for employers to understand.”

John Allan, national chairman of the Federation of Small Businesses, said: “While minimum wage legislation is already fairly

Minimum wage rates	
Apprentices (first year, then below applies)	£2.68
16 to 17-year-olds	£3.72
18-to 20-year-olds	£5.03
21 and over	£6.31

GAZELLE Continued from front...

College Nottingham and North Hertfordshire, whose former chief executive, Mr Donohue, stepped down last year to focus on his role as Gazelle chief executive.

He said: “If our mission was simply to immediately improve Ofsted grades, we would invest our resources quite differently. Nevertheless, in the long term our expectation is that the creation of entrepreneurial learning and leadership will deliver enhanced Ofsted ratings — and among our 23 colleges, 18 are already rated as good or outstanding for leadership and management.

“Gazelle colleges recognise that the current funding challenge faced by the sector requires not just frugality in spending, but the investment of resources into ventures and partnerships that can deliver new revenue streams. That, alongside the enrichment of student experiences and outcomes, will remain our overriding goal, one that is fully supported by a fast-growing membership group.”

“We do need to move quickly on some of these issues to make a real success of the programme. One example of this in

See editor's comment on [page 10](#)

FE WEEK NEWS IN BRIEF

National colleges cash

A £50m budget has been ringfenced for the government's national colleges programme.

In a ‘call for engagement’ document, the government said it was looking for interested parties to match fund developments.

It wants to hear from those who think a national college is needed in their sector, industry or profession.

The deadline for responses is September 5 and the document can be found at www.gov.uk.

See [page 17](#) for an expert piece by Mick Fletcher

Teachers’ strike threat

Sixth form colleges across England could suffer as members of the National Union of Teachers (NUT) and other unions walk out on July 10 in a dispute over pay and conditions.

As part of a long-running fight with the government, the NUT has called its members out on strike. They will walk out alongside members of Unison, GMB and Unite.

straightforward, simplification of the apprenticeship rate has the potential to help small businesses by reducing some of the complexity of taking on an apprentice.”

A spokesperson for the Confederation of British Industry, whose director for employment and skills, Neil Carberry, has been appointed to the LPC, said: “The LPC

is an independent body that will review this issue and make recommendations. We will be consulting our members on this in the coming weeks.”

NEWS

Progression payment for traineeships

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The government has launched a long-awaited consultation on moving to a new traineeship funding system in which providers are paid based on learner destination.

Progression into apprenticeships, jobs or further learning could be incentivised from 2015/16 under the proposals.

Skills Minister Matthew Hancock said: “This consultation will test whether a funding approach designed specifically for traineeships, rather than based on existing arrangements, could produce better results for young people.

“We also want to make the experience more consistent, regardless of which department is responsible for funding.”

It comes after the Skills Funding Agency published new requirements earlier this year for traineeship providers to record outcomes such as progression into work as part of the individualised learning record funding returns.

The consultation will also ask about the need for greater consistency in funding arrangements between the 16 to 18 and 19 to 24 age groups.

It is understood the minister is keen to



Stewart Segal

Full-time learner concerns lead to EFA review on planned hours

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Fears that a new planned hours system of funding 16 to 19 study programmes was being misused have prompted a review by the Education Funding Agency.

It is understood that the agency was alerted to possible problems after greater proportions of learners were registered as being in full-time study than were previously seen under the old funding system. It now pays per learner, rather than by qualification, as recommended in Professor Alison Wolf's 2011 review of vocational education.

And for learners to qualify as full-time under the new system providers must record them with at least 540 planned hours, but it is understood that learners who would previously have been funded as part-time were now being funded as full-time.

The agency, *FE Week* understands, is concerned that providers were either not delivering the full 540 hours or, where delivered they were condensed into periods of as little as four months. However, it announced on Thursday (June 19) that it would be conducting a review this summer to ensure all data and funding claims were valid.

An agency spokesperson said: “The agency will ask institutions that have had the most significant increase in full time programmes to complete a straightforward return highlighting the main reasons for the

bolster the programme with *FE Week* having revealed in May that just 4,160 online applications were made for 3,480 traineeship vacancies in the first eight months since the programme's launch in August last year.

And the consultation comes after the 16-hour rule that restricted the amount of learning trainees could do and still claim benefits was removed in March. And from August, 24-year-olds can do traineeships, while providers will be given greater flexibility to arrange work placements.

Teresa Frith, senior skills policy manager at the Association of Colleges, said: “We're pleased that the Department for Business, Innovation and Skills is asking a wide range of questions to ensure they can carefully consider all the potential consequences of any proposed changes to the funding of traineeships.”

Association of Employment and Learning Providers (AELP) chief executive Stewart Segal said: “AELP has consistently recommended more flexibility in the delivery of traineeships and we are pleased that these issues are being considered.

“We do need to move quickly on some of these issues to make a real success of the programme. One example of this in

increase. Institutions selected for funding audit, that have had an increase in full time programmes, will also be asked to complete this return.”

In order for planned hours to qualify for funding, the activity done in that time must contribute towards a coherent study programme for the student, be timetabled, organised or supervised by the provider and be within the provider's normal working pattern.

The spokesperson added: “All institutions should ensure that planned hours recorded for the 2013 to 2014 academic year meet these criteria. EFA will continue to monitor the returns it receives to decide if further audit work is necessary.”

The chief executive of the Association of Employment and Learning Providers, Stewart Segal, said: “We were expecting a review on the impact of study programmes at some stage and we would welcome input into it. AELP supports the flexibility of study programmes and hope that the review will reinforce that flexibility rather than create too rigid a definition of the learning activities.”

In her 2011 report, Dr Alison Wolf laid out her arguments for funding by student, rather than qualification. She said the move would “focus... management and staff attention on student programmes rather than the minutiae of individual qualifications' fees” and “make it much easier for institutions to collaborate in offering different components of a programme”.



Teresa Frith

the consultation is a commitment to review the eligibility criteria for providers who deliver the programme.”

The results of the consultation, which ends on August 14, will be announced in the autumn.

Principal warning on SFCs

A principal has warned that a report which found sixth form colleges were forced to spend 35 per cent less per student than academies should give policy makers “pause for thought”.

Newham Sixth Form College principal Eddie Playfair's comment followed publication of a London Economics report.

It found colleges offered better value for money than academies, even though academies were able to spend an average of £1,598 more per student, due to increased government funding and subsidies.

It costs the typical academy sixth form £31 to achieve a single exam point per A-level student (in the school and college league tables), compared to £22 in a typical sixth form college, the report said.

Mr Playfair told *FE Week*: “There's been a big emphasis on choice and diversity of provision and new capacities, which tend to offer less value for money.

“But the creation of new providers can't go on endlessly. Government emphasis needs to shift from new providers — they're going to have to start looking for value and quality.

“This report won't on its own stop the bandwagon of marketisation and choice, but should give policy makers pause for thought.”

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Commissioner points at leadership hitting staff morale

Copycat claim after Labour lays out youth plans

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FE commissioner Dr David Collins criticised leadership styles at two colleges and said staff morale was being hit, his newly-released findings have shown.

Dr Collins was appointed last year to investigate colleges issued with notices of financial concern, inadequate Ofsted ratings or which failed to meet standards set by the government.

But summaries of Dr Collins’s findings at eight of the 10 colleges visited so far have only just been published by the Department for Business, Innovation and Skills (BIS).

Most of the summaries focus on financial concerns and issues around quality of teaching, but in documents about Lesoco, in South London, and City of Liverpool College, Dr Collins called for a change in management style.

In the Liverpool summary, Dr Collins said: “The ‘command and control’ model adopted by the present senior management team has brought about many positive changes but there has been a cost. Good staff members have felt under threat and a number whose skills would have benefitted the college as it moves forward have left. A

change of style will be needed if the college wishes to achieve its full potential.”

And on Lesoco, he said: “Attention also needs to be paid to reducing the unusually high levels of discontent evidenced by significant numbers of staff and middle managers. A change of style will be needed if the college wishes to achieve its full potential and avoid the risk of staff dissatisfaction impacting on learner success.”

Both visits were triggered by Ofsted grade four results, but leadership and management at Lesoco was given a grade three result while leadership at the Liverpool college recently improved to grade three.

Nevertheless, his focus on leadership was defended by Further Education Trust for Leadership (FETL) president and former Lewisham College principal Dame Ruth Silver. She said: “The commissioner is right to shine a spotlight on leadership style because the lives of others depend on it.

“His role is two-fold, firstly, to show to the individual institution the flaws that are damaging it and others and secondly to pass on to the sector as a whole , the findings from the investigations in order to avoid further decay in standards.

“However, how it is done needs to take



David Collins



Dame Ruth Silver

account of impact and intention to improve matters.”

A spokesperson at City of Liverpool College said: “The commissioner gave us credit for the positive steps we are taking here, commenting particularly on us having the right leadership team in place.”

Nobody from Lesoco was available for comment. However, new principal Ioan Morgan said this month: “We must ensure that leadership at all levels in the college focuses on high-quality teaching and learning. This is our core business.”

Publication of the commissioner’s reports

was welcomed by 157 Group chief executive Dr Lynne Sedgmore, who said other colleges could learn “valuable lessons”.

She said: “It is important to recognise the incredibly tough demands and financial stringencies currently being placed on leaders, teachers and support staff.

“Most are doing valiant work to ensure the highest standards for our learners and the majority of colleges are doing incredibly well under the circumstances.

“Having said that we will always learn from and support as best we can colleges that do run into difficulties.”

Second college in fortnight bouncing back from grading disappointment

FE WEEK REPORTER
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A second major English college in less than a fortnight has recorded an improved Ofsted grade after previously slumping to inadequate (grade four).

City of Bristol College was deemed to require improvement (a grade three rating), having been issued with a grade four rating in April last year — three years after it was rated as good.

The latest result comes the same month as City of Liverpool College also recorded a grade three result having been branded inadequate early last year — four years after it was rated as outstanding.

The 30,000-learner Bristol college, which has a turnover of around £50m, was awarded three grade three results in the headline fields, along with a grade two for effectiveness of leadership and management.

Its 2013 report had given it grade fours in each of the headline fields apart from a grade three in leadership and management.

And the latest Ofsted report said one of the college’s strengths was the “progress made by senior managers in developing a culture of improvement among staff and in upgrading the infrastructure to support the management of the college and the improvement of teaching, learning and assessment”.

Lynn Merilion (pictured), principal at City of Bristol College, said: “Staff have worked incredibly hard over the last fifteen months and this improved grade shows that the college is heading in the right direction.

“The strength of the inspection was the



quality of teaching, learning and student support. We have recently invested £1.3m into our teaching which will underpin the further changes we plan to make this year.

“This new grade shows that our vision for the college is becoming a reality. We will continue to work as a partnership with college staff, students and the wider community and won’t rest until we reach outstanding.”

The 2013 Ofsted grading led to a visit from a FE Commissioner adviser in September who pointed to the Skills Funding Agency having assessed the college’s financial health as inadequate.

But the adviser’s report, one of eight released this month, concluded: “While delivering financial recovery and quality improvement simultaneously is a formidable task, it is achievable by the current people involved.”

See feweek.co.uk for an expert piece by deputy principal Cliff Shaw on what the college is doing to improve

Ofsted sees ‘insufficient progress’ at inadequate Lesoco and Stockport

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Two colleges branded inadequate by Ofsted last year have both emerged badly in the latest of three monitoring visits each from the education watchdog.

Lesoco, in South London, and Stockport College have shown weaknesses during previous monitoring inspections and both were again making “insufficient progress”

in key areas, said inspectors who visited last month.

A Skills Funding Agency spokesperson said: “We aware of the findings of the recent Ofsted

monitoring reports and continues to work with Lesoco and Stockport College as they implement their improvement plans.”

The most recent visit for Lesoco, formerly grade three Lewisham College and grade four Southwark College, found there had been insufficient progress to improve quality of teaching, learning and assessments, learner attendance rates, or in strengthening tutorial and learning support arrangements.

However, it had made “reasonable progress” in improving maths and English provision.

The college’s initial inadequate grading in November led to a visit from the FE Commissioner and the resignation of the



Ioan Morgan

principal Maxine Room.

Her successor, Ioan Morgan, said: “Since the last monitoring visit and the helpful comments from Ofsted, the pace of improvement has increased.”

He added: “The appointment of new and experienced leaders working with a streamlined existing team will ensure momentum is evidenced and that outstanding provision present in parts of the college are replicated throughout.”

Stockport College, which fell to inadequate having previously been outstanding, had made insufficient progress in creating and implementing a post-inspection action plan, improving maths and English and in performance management by senior leaders.

It was, however, was judged to have made reasonable progress on teaching and learning and curriculum change planning.

It too was visited by the FE Commissioner and saw principal Stephen Carlisle replaced by Ian Clinton.

Mr Clinton said: “Following the FE Commissioner’s intervention... a range of measures and targets were agreed, many of these relate to financial matters and the curriculum agenda. The college remains on track to achieve these targets by the end of the academic year.”

The Department for Business, Innovation and Skills declined to comment.



Ian Clinton

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Labour has been accused by Skills Minister Matthew Hancock of copying Conservative Party policy with proposals to drop JobSeekers Allowance (JSA) for 18 to 21-year-olds.

Labour leader Ed Miliband’s proposals to instead bring in a parental means-tested youth allowance dependant upon enrolment in training up to level three, were compared to an announcement in October by Prime Minister David Cameron.

Mr Hancock tweeted Shadow Work and Pensions Secretary Rachel Reeves with a link to national media coverage in which Mr Cameron said under-25s would be stripped of benefits to ensure they either ‘earn or learn’, with school-leavers having to take a job, an apprenticeship or remain in education or training.

Mr Hancock’s Twitter message read: “Dear Rachel, imitation is flattery & all that, but you’ve just announced a weak & more costly version of our policy.”

It came on the same day Mr Miliband endorsed proposals from the Institute for Public Policy Research (IPPR), made in its 270-page Condition of Britain report, to introduce the youth allowance.

The measure is expected to affect around 100,000 18 to 21-year-olds, but and those with a family income of more than £42,000 a-year would not be entitled.

Mr Miliband, speaking on Thursday (June 19) at the launch of the IPPR report, said: “We can’t succeed as a country with unskilled young people going from benefits

‘Catch-up’ criticism over TechBacc

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Labour has accused the Conservatives of playing “catch-up” on TechBacc after just five colleges were revealed to be planning to run courses that would count towards the new performance measure.

The TechBacc level three performance measure for 16 to 19-year-olds will be made up of a Tech-Level vocational qualification, a maths qualification and an in-depth industry-research project and will count towards school and college rankings from 2016/17.

However, just five colleges and two schools signed up to offer qualifications which will be included in the scope of the TechBacc from September, prompting Shadow Junior Education Minister Rushanara Ali (pictured) to hit out over a “lack of take-up”.

She also said the Conservatives were playing “catch-up” because when Skills Minister Matthew Hancock first announced the government’s TechBacc idea in 2012, then-Shadow Education Minister Stephen Twigg accused him of “stealing” a Labour’s idea. Ms Ali told *FE Week*: “The government is still playing catch-up with Labour’s proposals for a gold-standard Technical Baccalaureate — but without success.



to low paid work and back again without proper skills. Because it doesn’t give business the productive workforce they need.

“And it costs the taxpayer billions of pounds in extra welfare spending and lower productivity. So we’re going to change it.

“What the proposals in this report show is that we can address these issues and reform welfare in a way that is progressive not punitive.

“And a Labour government will get young people to sign up for training, not sign on for benefits.

“So for 18 to 21-year-olds, we will replace JSA with a new youth allowance. An allowance dependent on young people being in training. And targeted at those who need it most.

“These are the right principles: Britain’s young people who don’t have the skills they need for work should be in training not on benefits.”

It was reported that the reform would affect around seven out of 10 of the 18 to 21-year-olds currently claiming JSA, and initially save £65m.

Ms Reeves, speaking earlier in the day during an interview with the Today programme, said: “The youth allowance that will replace JSA will be paid at £57 a week, which is the same as young person’s JSA but it will be means-tested on parental income. It is tapered off between £20,000 and £42,000.

“It is treating people in FE in the same way as we treat people in higher education. It is not saying all young people are required to go back and get this training; it is if people don’t have level three qualifications — the equivalent of an A-level.”



Ed Miliband



Rachel Reeves



Matthew Hancock



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Online content demand ‘could exclude learners’ Loans plan could see full costs hit 19 to 23s

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Government plans to tie funding to levels of online course delivery next year have triggered concerns that learners could be left “digitally excluded”.

Skills Minister Matthew Hancock revealed plans for a Skills Funding Agency business rule from 2015/16 for the approval of funding “setting out a minimum online threshold for the delivery of course content”.

“We will be announcing both the rate and threshold in the autumn,” he said at the Spectator Skills Forum in London’s Institute of Directors on Monday, June 16.

It came in response to recommendations earlier this year from the Further Education Learning Technology Action Group (Feltag), which called for 10 per cent of all courses to be delivered online by 2015/16, moving up to 50 per cent by 2017/2018, unless there was good reason.

However, Association of Colleges (AoC) technology manager Matt Dean warned that learners should not be put at a disadvantage in the push towards technology.

He said: “AoC supports the aspiration of developing the quality and scope of online teaching and learning and will continue to work with government to promote and extend the good work that colleges are already doing in this area.



Matt Dean

“The recommendations on how to implement the uptake of online delivery are useful, but will require a coordinated approach from not only the Education and Training Foundation and Jisc, but all agencies involved with the funding, inspection and delivery of appropriate online learning.

“AoC is aware that in order to meet the ambition of increasing online delivery, it is important to ensure that colleges are not faced with increased costs and bureaucracy or that students are not disadvantaged because of ‘digital exclusion’.”

There was also concern about setting



Maren Deepwell

technology-related targets from Stewart Segal, chief executive of the Association of Employment and Learning Providers.

He said: “We believe that we need to ensure that there is maximum flexibility in how technologies are introduced and in respect of the government’s response to the Feltag recommendations, we do not believe setting out targets for how much technology is used in specific programmes is the right way to go.

“The funding system must not be a barrier to the adoption of new approaches, but funding should focus on outputs rather than funding specific inputs and methodologies.”

He added: “AELP has continually

supported the increasing use of technology to support the learning process and provided early input to Feltag’s evidence gathering.

“Most learning at work is not done in the classroom so training providers are skilled in using all the support technologies to support the training and assessment process.”

Mr Hancock further responded to Feltag by revealing plans for an “online-only” funding rate. “We will also ensure that the funding system supports the delivery of online learning programmes, and from 2014 to 2015 we will introduce an online-only funding rate,” he said.

“During 2014 to 2015 we will work with a small number of awarding organisations, employers and providers to take forward ‘online-only trailblazers’, focused initially on vocational qualifications.”

Association for Learning Technology (ALT) Maren Deepwell, who was a member of Feltag, said: “Many members of ALT contributed to Feltag and we welcome the government’s response in general and the fact that it recognises the importance of learning technology for FE.”

However, she added: “Two key issues for our members we would like to see addressed further is support for teaching staff and cross-sector networks for practitioners to use technology effectively.”

See Feltag member Bob Harrison’s expert piece on page 16

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The government is considering extending the FE loans system to cover level two qualifications and more learners as it looks to make 19 to 23-year-olds who don’t move up a level pay full course costs.

The system currently applies to learners aged at least 24 and studying at level three or four — but a government consultation proposes FE loans should also apply to younger learners that remain at level two or three.

Government pays half the course cost for 19 to 23-year-olds staying at levels two and three, but learners would end up having to repay the full cost under the loans system.

However, the Department for Business, Innovation and Skills (BIS) believes removing the need to pay half up front will allow more people to be able to access learning.

Skills Minister Matthew Hancock said: “Through helping FE learners access the finance to support their studies, we’re enabling people to develop the



Sally Hunt



Toni Pearce

skills that will allow them to begin a prosperous and productive career.

“That’s why we are proposing to build on and develop the system so that it can benefit even more learners.”

But National Union of Students president Toni Pearce has warned the government risks saddling learners with “huge debts”.

She said: “It is tragic to think that those who were failed by the education system first time round could end up saddled with huge debts at just nineteen, when they are simply trying to give themselves another shot at a future by gaining qualifications as basic as GCSEs or A-levels.

“Debt can be a major deterrent [from] study for those from lower income backgrounds. This loan policy means that the full cost of education is put on the individual.

I don’t know what the governments is thinking - its own research has previously shown that two thirds of learners wouldn’t take out a loan to study.”

Concerns have also been raised by Sally Hunt, the general secretary of the University and College Union, who said: “We will be studying these proposals in detail and responding formally to the consultation.

“My first reaction, though, is one of great concern at any additional financial burden

being placed on students. Ever since 24+ advanced learning loans were introduced, the sector has feared that it was the ‘thin end of the wedge’ and now, it seems, we were right.

“The government should be doing everything in its power to make education more appealing, and encouraging more young people to take up new training in order to gain qualifications and skills for their future. We need more help for students, not more debt.”

The proposals come after apprenticeship were removed from the system after just 404 applications in around seven months up to Christmas.

Government figures in March showed the provisional number of 25-plus apprenticeship starts for the first half of the academic year plummeted from 93,300 last year to 49,100.

A BIS spokesperson said: “It was clear from application and starts data that 24+ advanced learning loans were not the preferred route for employers or prospective apprentices.”

The government’s consultation, which also looks at bringing higher national certificates and diplomas under the FE loans systems, closes on August 21.

It also considering introducing FE loans comply with Sharia Law — which forbids the payment of interest.

A government response is expected in the autumn, with changes to be introduced for 2016/17.

FE WEEK & ME
PHOTOGRAPHY COMPETITION

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INFO

Our annual FE Week and Me photography competition will once again run at the start of the next academic year.

FE Week have teamed up with NCFE and the Royal Photographic Society in the hunt for stunning pictures that depict student life in the further education and skills sector, through the eyes of students.

This year there are two levels of entry: photography student and non-photography student
Entrants will be in with a chance of winning some stunning prizes and the chance to shadow a high-profile professional photographer.

The competition is open to anyone studying within the further education and skills sector.

Our readers will vote for the winner, which will be announced in November.

Register your interest now in order to receive promotional material for your organisation.

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Lords’ Euro youth cash knockback

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A House of Lords recommendation that £170m of Euro cash is be spent on a new Youth Guarantee has been rejected by the government.

It said the money would instead go towards existing programmes such as apprenticeships and traineeships which had similar roles.

The EU Sub-Committee B (internal market, infrastructure and employment), in its April report Youth unemployment in the EU: a scarred generation?, called on the government to use funding from the Youth Employment Initiative (YEI) to help guarantee young people a job, internship or training after four months of unemployment.

But the idea of using the funds on the Youth Guarantee scheme, which is set to be adopted throughout much of the EU, was rejected by the Department of Work and Pensions on June 16.

A government spokesperson said: “In England, YEI funding will be able to complement or support activities mentioned

in the scope of the Youth Guarantee such as apprenticeships, traineeships and work experience.”

They added: “In the UK the vast majority of young people flow off of Jobseekers Allowance within six months, so intervening for all rigidly at four months would not be the most effective use of the funds available.”

The YEI cash has been earmarked for inner London (£35.7m), Merseyside (£22.2m), South West Scotland (£38.6m), Tees Valley and Durham (£19.8m) and West Midlands (£42.2m).

Lower amounts are being targeted at smaller regions or cities outside these areas where youth unemployment is also high. They are Hull (£3.7m, Leicester (£4.1m), Nottingham (£4m) and Thurrock (£1.5m).

The government has said YEI funding will be given to Local Enterprise Partnerships (LEPs), and to extend provision of apprenticeships, work experience placements and youth entrepreneurship programmes among other activities. LEPs areas may also choose to develop new youth employment programmes “based on their understanding of the local economy”.

LAUNCHING 19.09.2014
SEE PAGE 9

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Parties respond to adult learner manifesto recommendations

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Leading political figures responded on behalf of their parties to calls from the National Institute of Continuing Education (Niace) for an overhaul of the skills system.

Niace launched its manifesto on June 13 containing six key points [see table] which it wants the major political parties to take on board for next year's general election.

Skills Minister Matthew Hancock, Shadow Skills Minister Liam Byrne and Liberal Democrats' manifesto working group member Lady Brinton delivered their responses at a special conference organised by Niace in Westminster, London, on Thursday (June 19).

They all supported Niace's call for a "new localism" integrating skills and economic growth strategies.

Mr Hancock said: "Localism is important and we are delivering through the Leps [local enterprise partnerships].

"This is not an area where there is a major difference of opinion. All parties are agreed on the need to build up the Leps [Local Enterprise Partnerships]."

Mr Byrne said: "We think there should be much greater local direction of strategic spending.

"What that would allow us to do for the first time in this country would be to



Chairman of the management board of the Lep Network Alex Pratt

integrate skills and back-to-work services. You can only do this at a local level."

Lady Brinton was the only politician to back Niace's call for a new government department responsible for education, skills and employment policy.

She also supported calls for an independent review into long-term skills needs, like the 2011 Dilnot Review of adult social care and the 2013 government review of state pensions.

She said: "The good thing about those



Liberal Democrats' manifesto working group member Lady Brinton

enquiries was that all the parties agreed they were needed. It meant the issues ceased to be political footballs."

Lady Brinton also supported the call for more emphasis on non-formal learning, that do not result in recognised qualifications but can for example help people find work or gain promotion.

Also addressing the issue, Mr Hancock said: "With informal learning, like family education... for me, what matters is that we have an opportunity and a goal for people, but make sure all the rungs on the ladder are

there to help them succeed.

"We need to free-up the system so it allow individuals to get training that suits them."

Indicating support for another key manifesto point, Mr Byrne revealed that Labour would "support the provision of basic skills" .

However, his party thought this should include digital skills, as well as English and maths.

Lady Brinton backed the call for lifelong learning accounts which she said would "require contributions from the individual,



From left: Niace chief executive David Hughes and Shadow Skills Minister Liam Byrne

the employer and some contribution from the tax payer" and had previously told *FE Week* that her party supported Niace calls for an apprentice charter.

Chairman of the management board of the Lep Network Alex Pratt, who also spoke at the conference, supported employees taking control of learning throughout their careers and not being tied to a single company funding their training.

He said: "My staff are assets being leased by my business, they are not assets that belong to my business.

"Their value stays with them as an individual [if they move companies]."



He backed Niace's wider call for fundamental reform of adult skills training and said: "We have created a system which works against our core competitiveness, so we are blaming everyone for that — be it Scotland, Europe or immigrants."

David Hughes, Niace chief executive, said: "I am really, really pleased that all of the speakers directly addressed the manifesto. They had obviously read it and thought about it."



Skills Minister Matthew Hancock

The Niace manifesto called for:	
1)	A review of skills needs and funding issues facing the UK over the next 20 years, to report by 2018
2)	Integrated skills and economic growth strategies developed at a local level, supported by a new government department combining education, skills and work
3)	A personal skills account, where individuals, employers and the state would contribute funding, allowing the learner to dictate how it was spent — accompanied by 'career reviews' at key times, such as returning to work after redundancy
4)	More recognition of non-formal learning that does not lead to a public qualification
5)	Basic skills to continue to be fully funded for all adults, with a new emphasis on supporting those with lower level skills
6)	A new apprentice charter setting out the best way to combine education with skills training



Developing a 2015/16 workforce data set

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FE WEEK COMMENT

Gazelle leap of faith

It would be hard to disagree with the view of the UCU that Gazelle is an expensive initiative with member colleges paying at least £35k a-year in fees.

And that’s just the basic amount. One founder member of the group, for example, has splashed out more than £650k since 2012.

The group may be worth these eyebrow-raising figures, but where is the evidence?

How many more membership fees and other costs will be handed over without good reason to expect some kind of quality return?

Given this is public money that principals are paying out here, it’s only right that independent research be carried out into what effect, if any, Gazelle has on its member colleges.

The sums being given to this organisation make it quite some leap of financial faith by colleges.

But the sector has a self-improvement body in the Education and Training Foundation — perhaps it’s the one to look at whether £3.5m has been well spent.

After all, being business-minded, as Gazelle claims to promote, wouldn’t you want to know what bang you’re getting for your buck?

Chris Henwood
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TOP LABOUR’S YOUTH ALLOWANCE TWEETS

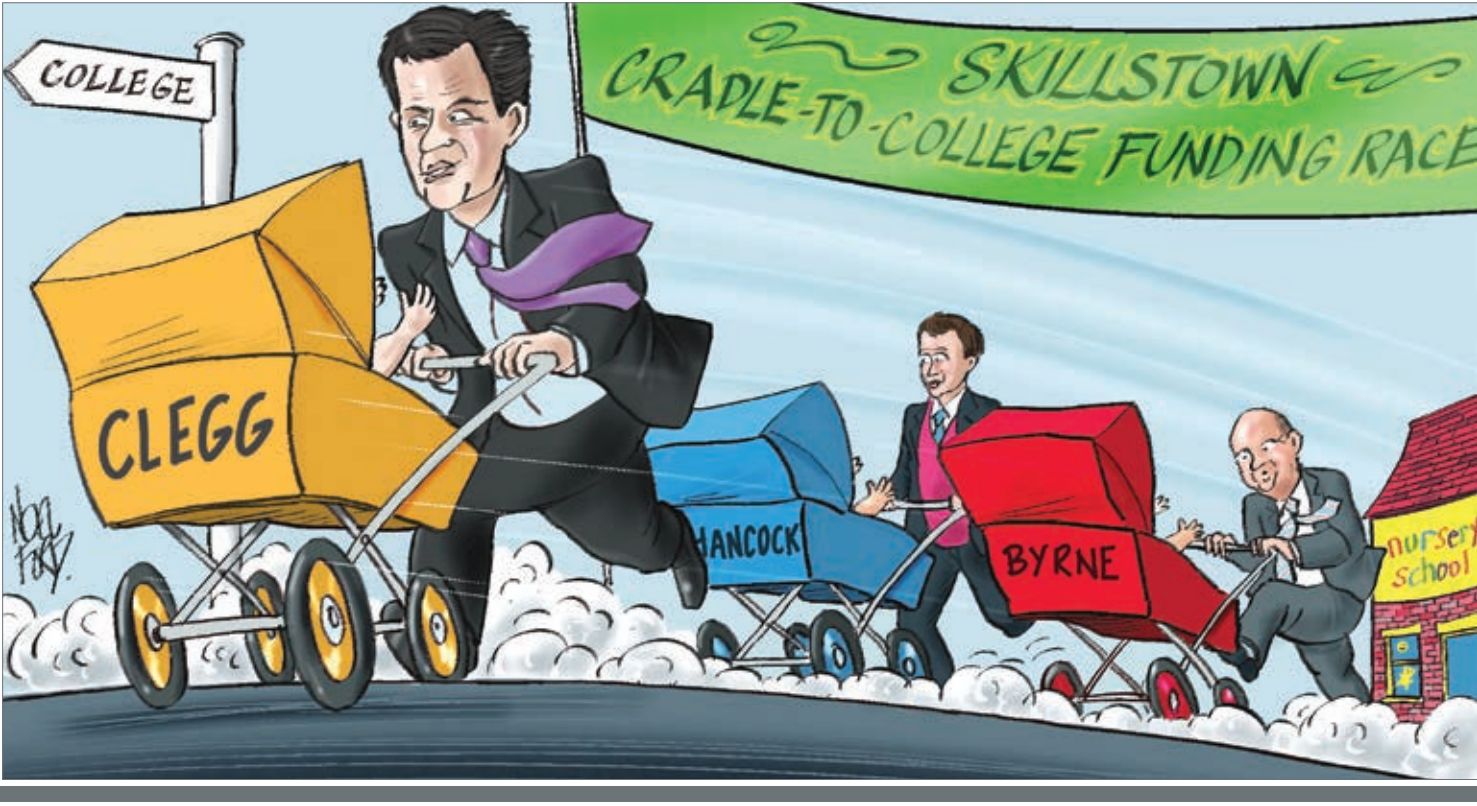
@RJ_Macpherson
Why does Labour need a Youth Allowance for unemployed when they’ve already promised every young person a job?

@mtpennycook
Ignore the spin: Labour’s youth allowance about giving those spending more than 16hrs a week in training/FE support they’re currently denied

@SoapboxL
’m finding it hard to find too much fault with the youth allowance. It will help young people in the longer term to learn new skills

@markawilliams
#youthtax *facepalm* how’s that better than #bedroomtax ? It’s ok cos it’s beloved Labour not evil Tories right? It isn’t

@MichaelAbberton
If you link the fallacy of ‘amount paid in’ to any benefit, the fundamental principle of the welfare state is destroyed @UKLabour #youthtax



Match Clegg’s ‘cradle to college’ pledge, sector demands

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Labour and the Conservatives have been urged to match a Liberal Democrat promise to protect education spending “from cradle to college”.

Lib Dem leader Nick Clegg made the manifesto pledge during his monthly press conference on Monday last week (June 16).

His party wants to ringfence the entire education budget for two to 19-year-olds. The current budget is only protected for learners aged five to 16.

Mr Clegg said the pledge would mean an extra £10bn of education spending would be protected based on this financial year, rising with inflation.

He said: “The Liberal Democrats will protect the full education budget, covering children from the age of two to the age of 19 — from cradle to college”.

But the Lib Dems have stopped short of pledging specific protection for 16 to 19 education to ensure funding could not be moved to younger age groups with a spokesperson saying that to move large amounts of money from one end of the wider age group to the other was not “consistent with the policy”.

Nevertheless, the ringfence announcement

was welcomed across the sector, with senior leaders calling for a similar promise from other parties.

Association of Colleges (AoC) chief executive Martin Doel said: “We welcome this very significant announcement from the Lib Dems, which reflects AoC lobbying over the last few months.

“We hope the Conservatives and the Labour Party follow-suit and pledge to protect funding all young people up to the age of 19.”

Dr Lynne Sedgmore, executive director of the 157 Group, said the pledge was “most welcome”.

She said: “Nick Clegg is right to acknowledge that the education of 16 to 19-year-olds is as vital as their experience in schools in enabling them to play full and active roles in society and in the economy.

“Because of the current ring fence on schools spending, further education colleges have borne the brunt of austerity measures in education over the last five years, and we are now beginning to see a direct impact on the availability of some programmes for young people.”

And Sixth Form Colleges Association deputy chief executive James Kewin said: “One of the main objectives of our funding campaign has been to convince the three main political parties that the funding ring-fence should be

extended to include 16 to 19 education.

“We were therefore very pleased to hear Nick Clegg’s announcement yesterday. We will continue to press Labour and the Conservatives to match this commitment, which would provide a very clear sign that they are serious about improving the life chances of 16 to 19-year-olds.”

A spokesperson for the Association of Employment and Learning Providers said: “The Deputy Prime Minister spoke about education, so does that mean vocational and work-based options as well?

“Growth for apprenticeships for 16 to 18- year-olds is currently uncapped and they are fully funded. So if Nick Clegg is saying that he would protect this and funding for traineeships, his commitment would be welcomed by providers.”

Shadow Skills Minister Liam Byrne said: “I’m working closely with my colleagues, including [Shadow Education Secretary] Tristram Hunt, to determine how the education budget is best spent.”

Skills Minister Matthew Hancock has previously expressed support for the current ringfence of five to 16 funding, but a Conservative Party spokesperson said he would not comment on the announcement, adding that the party would reveal its education policy in its manifesto.

COMMENTS

Pilot for 16 to 19s after Career College blow

I would imagine Bromley College would not see as a blow the fact that they now don’t have to pay £150k for the badge and can now spend this money on learners.

I’m not sure why anyone would want to be a Career College on those terms.

It’s a very expensive badge when colleges can do everything they are offering without them, which is I think what Bromley College is actually saying.

J West

Ofsted to end lesson gradings in FE pilot

I do welcome the idea of ungraded session observations. However as suggested above, that why continue with the counterproductive practice of judging teaching or teacher’s performance is through the use of graded lesson observations.

A measure perhaps that would indicate the quality of teaching, learning and assessment would be to ultimately look at success rates, trends and destinations of cohorts that particular teachers teach. Would that give us a measure of quality or would some teachers

see this as highlighting the success or failure of their respective groups rather than their own performance, as observations measure performance during a very short window of 40-60 minutes?

I often hear teachers asking what grade did I get and not focusing on what and how can I improve the learner experience.

Tej Masaun

Didn’t think I’d ever say this but, yay, go Ofsted?
@paul_d_stevens

NEWS

Counselling pensioner Robert a winning learner

@REBECCAACKOONEY
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A 79-year-old who counsels people with mental health issues and a 22-year-old who has started a charity to promote science to girls were among the winners at Adult Learners’ Week Awards.

A total of 16 awards were given out to individuals, projects and employers at the event in London on Monday (June 16), organised by the National Institute for Adult Continuing Education (Niace).

Senior adult learner of the year was won by Robert Nott, from Kent, who found a new lease of life through learning after retiring.

Fourteen years ago, and at the age of 65, he became a full time student at Canterbury Christchurch University where he studied for an undergraduate and then a masters’ degree in business administration.

He said: “There were lots of younger learners when I went to do my degree — and when I went into the students common room I got some very funny looks.”

He now volunteers as a counsellor having gone on to take four diploma courses in psychology, criminal psychology and counselling as well as a qualification in teaching English as a foreign language and an acupressure course.

“I just wanted to do it — learning was just something I needed to do,” he said.

“As you get older your brain starts to seize up a bit and you’ve got to keep it up... it’s really worth it when you can see the achievements at the end of it.”

Young adult learner of the year went to Amy King, from Bexleyheath, who suffers from a painful condition called hyper-mobility syndrome which meant her schooling was interrupted by surgery.

Despite being told she would never amount to anything, and that pure science “wasn’t for girls”, she is now studying for a master’s degree in chemistry and runs GlamChem — a charity to encourage girls to study science.

Amy said: “It means everything to win this award. When I was 17 I had nothing going for me, I had no confidence, I’d never have thought this would happen.”

Amy plans to qualify as a teacher and continue to expand her charity.

The president’s award, given out by Niace president Nick Stuart was won by McDonald’s restaurants, which Mr Stuart described as “the unsung heroes of adult education” after the company supported 57,000 learners to complete qualifications in the past five years.

The British Army and Topps Tiles were also recognised as being outstanding employers, both winning a national employer award.

Brigadier Garry Morris told *FE Week*: “In the Army training is really important on a personal level and on an organisational level.

“Learning helps people perform better in their team and develop themselves, but it also helps to prepare them for when they leave the Army.”

There were also awards for learning in the community — with an individual award going to Nurun Nahar Zorna-Hoque, 39, who improved her literacy, numeracy and IT skills, lost 10kg and got a job in a mobile phone shop through classes run by the Tower Hamlets Idea Store.

She started learning to help her children with their homework. Nurun said: “I feel confident because of my job — before I was lazy and struggled with my life.”

She added: “I am proud because my children are proud.”

Ahmed Kassam, a former learner on the Port of Tilbury pre-employment programme, which won the learning for work national project award summed up the evening, telling the audience: “Trust me, you’re never too old to learn.”

Carol Taylor, Niace deputy chief executive, said: “Awards are vital things for us to do — as adults, we don’t often get told when we’ve done something really well, it’s usually the opposite, so I think celebrating all of these amazing achievements is such an important thing for the individual.

“But I think it’s also really important to everyone else involved, the colleges, providers, employers and government because these events also inspire us and give us the confidence to do more.”



Robert Nott and Niace chair Maggie Galliers



Edge Foundation chief executive Jan Hodges and young adult learner of the year award winner Amy King



Workers’ Educational Association chief executive Ruth Spellman and Nurun Nahar Zorna-Hoque

PROFILE



DAWE OPEN TO ALPS CHALLENGE

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Former principal, chartered accountant and civil servant who pioneered online procurement for colleges and the Skills4Life initiative, Mark Dawe already has an impressive career under his belt.

And at the age of 46, with a cycle challenge involving four of the French Alps on the horizon, it would appear the sky really is the limit for the chief executive of the OCR awarding organisation.

The son of Ruth, a stay-at-home mum and hospice volunteer, and Roger, a civil servant who was the first director general of the Manpower Services Commission and private secretary to Prime Minister Harold Wilson and three employment secretaries, the young Mark grew up in a world which revolved around skills.

“I used to go to football matches as a kid with Michael Foot sitting on one side and my dad sitting on the other,” says Dawe.

“Plymouth Argyle is a family obsession. My children are fourth generation Plymouth Argyle supporters, and Michael Foot was too.”

But a flair and passion for numbers, discovered after doing VAT returns for a

family friend while in his teens, propelled Dawe into the world of accountancy following his education at Trinity School, Croydon, and Cambridge.

After a six-week internship at KPMG during his final summer of university, Dawe was offered a job. He stayed for four and a half years, and although it was itchy feet that made him look for work elsewhere, it was the incorporation of colleges in the early 1990s which led Dawe into the FE sector for the first time.

He joined Canterbury College, under the leadership of sector stalwart Susan Pember, who would go on to have a big influence on Dawe’s career.

“I started just after incorporation, when they needed accountants all of a sudden,” says the father-of-four.

“When I had that interview, I saw that the post above me — the deputy principal in charge of the non-academic side — was vacant, and I asked if she could keep that vacant for a year to allow me the chance to go for it, and she did, and I got it.

“She has obviously had a big influence on my career and my success.

“I was at Canterbury College for about seven years, and again, I think one of the things Susan recognised, if I had just been doing the job, the normal job, year after year, I would have got bored and left, so she kept

throwing stuff at me.

“We won the prison contract in Kent for 11 prisons, we built a new college on the Isle of Sheppey, we had a PFI, we were one of the PFI college leads for redevelopment, so lots of things that kept me interested and gave me a wider view on my job.”

But after several years at Canterbury, Dawe saw a gap in the market which led to the foundation of e-Government Services (eGS), a business set up in partnership with Liam Byrne, now Shadow Skills Minister.

He says: “I was sitting there looking at all these businesses that were getting millions of pounds worth of funding, and as far as I could see they had no business model behind them, and it seemed crazy. So I wrote one, then the college allowed me a couple of days a week secondment to the Association of Colleges, and I basically went around with this model, which was around online procurement and a portal for the college sector, and went around touting it to venture capitalists to get funding.

“Liam Byrne brought to the table the technology partner and a more worked-up business case around local authorities. I was the FE arm and he was the local authority arm, and then it grew to around 30 to 40 people.

“That was a fascinating three or four years

with him, and it still exists, but it’s much more of a consultancy now.”

Upon leaving eGS, Dawe was re-united with Pember when he became her deputy at the Department for Education and Skills, taking responsibility for the Skills4Life programme, a project he remains incredibly proud of to this day.

“Across government, it was the best performing delivery unit,” he says. “Susan did a fantastic job there, and it benefited from having a mix of outstanding civil servants, and people from the outside, and the combination of the two worked really, really well.

“There was enormous tension all the time, because you are butting up against different cultures and different ways of doing things, but it meant that a number of us understood what was needed to get this delivered on the ground, and another group knew what needed to be done to get the traction across government.

“Millions of qualifications were delivered. Obviously the focus of it has drifted away a bit, but you are seeing the publicity again around English and maths and how important it is, so I think it will have a rebirth.”

During his time at the department, Dawe was also a governor at Lewisham College, then under the leadership of Dame Ruth

Silver. It was this role which influenced his decision to return to college life as principal and chief executive of Oaklands College, in Hertfordshire, where the first thing he secured was investment in the college estate.

But his time at Oaklands, despite a transition over five years from satisfactory in 2005 to good four years later, was not without controversy.

He says: “I changed the staff contracts so there were no contact hours. I removed them, so it was a 37-hour week. I had the national office of the University and College Union fairly permanently in my office saying I couldn’t do it, but we did.

“The union’s argument was that it’s fair that everyone should have 21 hours contact, and this amount for prep. I felt that was highly unfair where you had an A-level teacher teaching English language, let’s say, with loads of prep and marking still having to fulfil the 21 hours contact, whereas you might have a construction lecturer who had a technician who was doing all the prep. To me, there wasn’t parity.”

By 2010, Dawe was ready to leave Oaklands and made the decision to cross to the “dark side” of awarding organisations, which he describes as “niche, very exciting”. The job at OCR also afforded him the opportunity to move back to Cambridge.

He says: “The job was looking for government experience, business experience, and education experience. So I ticked all three, and for me it was a national role, it was an area which I hadn’t been directly involved with before and also involved general qualifications and vocational.

“I had done a lot of work with schools at the college but actually had not been so directly involved in the GCSE and A-level side of things, so that really appealed. And it was at a time when I had been driving the use of online learning at Oakland, so we had a Moodle VLE, and I was making sure every course was on that over the five years, which was hard work.

“It was about getting the right resources on and training the teachers, and I had a vision of how that then could link through to the qualifications and how the qualifications and the link to resources and support for teachers is so vital that that’s a triumvirate of three things — if you don’t get them all right, it doesn’t work.

“I came here with that vision of how we could drive and develop that. At Oaklands, out of £1m of exam fees, I think OCR had about £22,000 of it — so there was something wrong on the vocational side. OCR wasn’t delivering what it could be delivering, particularly in the vocational FE sector.”

It’s a personal thing

What’s your favourite book?

It’s Not About The Bike: My Journey Back to Life by Lance Armstrong. Obviously at the time of reading that he was this great hero, and he was a great hero to me in terms of what he had achieved, and I was really saddened when I heard about the doping scandal because I had been defending him as well for many years

What’s your pet hate?

I hate queues. Traffic queues, underground queues... so I prefer to run the gauntlet of riding a motorbike or bicycle in London rather than queue up in traffic

What do you do to switch off from work?

Cycling is my big thing. It always was. I used to cycle to school, I started racing at university, I raced for a number of years — and then it got pushed to the side a bit but I have picked it up again over the last year. I’m doing a charity ride in July, it’s called La Marmotte in France, it’s 110 miles with 5,000m of climbing in a day. I have been training hard — twice a week when I’m not full of a cold and stuff. I’ve been getting up at 4.30am, out at 5am for three hours, ride 55 miles into work for 9am

If you could invite anyone, living or dead, to a dinner party who would it be?

My granddad, who was a head teacher for many, many years — at the time I knew him I hadn’t had any experience in education, obviously, so it would be fantastic to sit down

What did you want to be when you were growing up?

From the age of 13 or 14 I wanted to be an accountant, as sad as it sounds



Dawe as a Pickhurst Junior School pupil



Dawe as a boy with father Roger Dawe

Keen cyclist Dawe on his bike in Cambridge



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BIRTHDAY HONOURS

Queen’s Birthday honours for almost 20 from FE and skills

FREDDIE WHITTAKER AND REBECCA COONEY
NEWS@FEWEEK.CO.UK

Almost 20 figures from the world of FE and skills were among those recognised by the Queen in this year’s Birthday honours list.

WorldSkills 2013 champions Ashley Terron and George Callow along with former Skills Funding Agency interim chief executive Kim Thorneywork were just three of the sector-related names.

They were joined by 16 others from the world of FE and skills — including three more CBEs, six OBEs, six MBEs and one knighthood, which went to education consultant John Dunford OBE for services to education.

Association of Colleges chief executive Martin Doel said: “Congratulations to all our FE sector colleagues, but most particularly to those in our member colleges whose tireless work has been recognised.

“Every year principals, governors and other staff are rewarded for their dedication to further education and we are pleased to see such a number again this year.”

Association of Employment and Learning Providers chief executive Stewart Segal said: “We are delighted that so many people across the sector have been recognised and it was particularly encouraging and innovative to see the two young apprentices receive honours.

“I am also very pleased that Kim Thorneywork has received recognition for her hard work on behalf of the sector and we wish her well.”

Lynne Sedgmore, executive director of the 157 Group, said: “We are very pleased to see so many figures from FE honoured. We congratulate all those included, and also highlight the contribution of everyone working in FE.”

Former SFA interim chief Thorneywork ‘delighted’ with CBE



Kim Thorneywork



Christine Slaymaker



Neil McLean



Valerie Todd



Fintan Donohue



Cathy Walsh



Roger Morris



Neil Hopkins

Former Skills Funding Agency chief executive Kim Thorneywork has spoken of her “delight” at receiving a CBE in the Queen’s 2014 Birthday Honours list.

Mrs Thorneywork, who stepped aside from her agency post in October to focus on her fight with breast cancer after 15 months in post, was honoured for services to education, learning and skills.

She told *FE Week*: “I was surprised and delighted to receive this award in the Queen’s Birthday honours.

“I have thoroughly enjoyed my 34 years working in education, learning and skills and feel privileged to have had some fantastic opportunities and experiences.

“I believe this also recognises the achievements of the many people I have worked with and I would especially like to thank those in BIS and in the Skills Funding Agency who have given me tremendous support in recent years.”

Farnborough College of Technology principal Christine Slaymaker will also receive a CBE, for services to FE.

She said: “I didn’t believe this was going to happen when they told me and right up until it was announced I thought it wouldn’t — I was starting to think maybe they’d changed their mind and I wasn’t up to it.”

Leeds City College chair of governors and Local Enterprise Partnership (Lep) board member Neil McLean will also get the CBE for services for innovation and skills.

He said: “I am delighted that the work of the whole team at the Lep and Leeds City College in promoting the regional economy and skills agenda has been recognised in this award.”

Valerie Todd, a commissioner with the UK Commission for Employment and Skills and director of talent and resources at Crossrail

Ltd will also receive the CBE for services to skills training and development of young people.

She said: “I’m delighted to have received this honour. Inspiring this and future generations of young people to develop their skills and advance their careers in whatever sector they choose is important.”

An OBE will be awarded to Gazelle Group chief executive Fintan Donohue for services to FE. He said: “I feel very privileged to have worked in FE for a good part of my working life, surrounded by great people with a passion for transforming the lives and opportunities of communities and individuals. This honour reflects that journey.”

Cathy Walsh, principal of Barking and Dagenham College, will also receive the same honour.

She said: “It is a privilege to be the principal and of this great college, and it is only with and through everyone associated with the organisation that our success has been acknowledged in this way.”

Northampton College governors’ chair and chair of the Association of Colleges’ governors’ council Roger Morris is also on the list for an OBE for services to FE.

Mr Morris said: “I’m very pleased and surprised to hear it. These things are representative though. All the governors are part of a team but it’s very gratifying to be recognised for the work you have done. It’s so

nice to think your efforts are worth marking in this way.”

Neil Hopkins, the former principal of Symonds Sixth Form College, Winchester, will get the OBE for services to education.

He said: “I have been fortunate to work with so many dedicated and inspiring staff and governors, at Peter Symonds College especially of course, but also at organisations such as UCAS and the Association of Colleges, and I would like to think that this is an accolade for all of them.”

Glasgow Clyde College principal Susan Helen Walsh and Ayrshire College principal Heather Dunk will also receive OBEs for services to FE, and services to FE and higher education in Ayrshire, respectively.

More medal recognition for WorldsSkills 2013 golden duo



George Callow



Ashley Terron



Jacqui Buffton

Golden WorldSkills 2013 duo George Callow and Ashley Terron will be adding another skills-related medal to their collection thanks to the Queen.

Cabinetmaker Mr Callow, aged 22, and bricklayer Mr Terron, 21, were both crowned best in the world at the international young person’s competition in Leipzig last year — and their efforts have been further rewarded with British Empire Medals for services to skills in the Queen’s Birthday honours list.

The duo, who have both finished their apprenticeships, claimed the UK’s two gold medals at WorldSkills with Mr Callow, from Chichester, winning best of nation among his 32 fellow UK competitors while Mr Terron, from Warrington, secured a record number of points in his event.

“If I hadn’t done an apprenticeship, I wouldn’t have done World Skills and I wouldn’t be here,” Mr Callow told .

He added: “I got the letter in the post and it said ‘Her Majesty’s Service’ on it and I thought ‘This should be interesting’. I was very honoured and privileged to win — not many people get to be in this position and it’s not something I thought I would get from making furniture.”

Mr Terron said: “I was made up when I found out, although it’s all really rather surreal.

“WorldSkills was a once-in-a-lifetime experience, but to be recognised by the Queen has got to be the ultimate, and at my young age — it’s amazing.”

Highbury College head of skills for life Susan Ward was awarded an MBE for services to FE and young people with mental health conditions.

“I still haven’t got used to the idea at all yet,” she said. “I’m absolutely overwhelmed – it’s unbelievable that people have the confidence in and faith in the work that we do.

“My aim from getting this award is that it further raises the profile of young people with mental health conditions, the needs that they have — we need more understanding and

resources.

“I’m a bit apprehensive about getting anything wrong at the palace, but my principal, who’s been supportive throughout, has done it before so she’s been giving me advice.”

There were further MBEs for Roberta Austin, who manages Blackpool and the Fylde College’s Build Up centre, which delivers training for the construction industry, and Jaqueline Buffton, who has been vice-chair of governors at City of Bath College for the last five years.

Ms Austin, who was honoured for services to vocational education, said: “I’m very honoured that I’ve actually achieved this award because as far as I’m concerned I’m just doing my job.

“I’m accepting it for my team because we all work extremely hard for our learners and I’m just one of a team of five — it’s a fantastic accolade for the team and myself.

“I’m hoping that this will open doors for us to work with more contractors and develop the Build Up centre.”

Ms Buffton, who was honoured for services to FE, said: “I started my

career in an FE College, so I wanted to be able to bring my breadth of experience and knowledge to support my local college.

“You work hard not expecting any recognition, but it’s wonderful when you do — especially because it’s for FE.

“FE doesn’t get much of a profile — obviously I think it’s the most important sector because it does help thousands and thousands of people.”

She added: “Of course I’m looking forward to going to Buckingham Palace.

“My husband, my sister and my brother in law are coming with me, so my sister and I are planning to do some serious shopping — starting with the hat.”

Former principal of Caerphilly’s Ystrad Mynach College Brynley Davies also received an MBE, for services to FE, community learning and enterprise; while former Angus College deputy principal Jacqueline Howie received one for services to FE in Scotland; and, South Eastern Regional College lecturer Irene Megaw got one for services to FE in Northern Ireland.

All right for John the knight



Former Association of School and College Leaders (ASCL) general secretary John Dunford OBE (pictured) received a knighthood for services to education.

Sir John said: “Nobody can be awarded an honour entirely because of his or her own efforts and it has been my good fortune to have have led some exceptional teams of people at Durham Johnston School, the ASCL and the organisations I have worked with in recent years.

“These people deserve a big share of the credit and I pay tribute to their skill and commitment to the cause of education.”

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EXPERTS



DAVID RUSSELL

Education and Training Foundation (ETF) chief executive

Lesson observations — to grade or not to grade?

With a University and College Union study of graded lesson observations having reached negative conclusion about the effect they have on staff, and Ofsted revealing an FE and skills pilot in which they do not feature, David Russell looks at whether there is alternative quality measure.

Feelings can run high on the topic of graded lesson observations. Battle lines are drawn, entrenchments deepened.

On one side, in favour of graded observations, we may find managers anxious to track quality and manage performance. Alongside them inspectors hunker down, keen to retain this tool for making evidence-based judgements (though Ofsted’s recent announcement of trials of inspections without graded lesson observations is an important development).

In the opposing trench we may find an uneasy alliance. Traditionally, we have those who object to the stressful and judgmental nature of the process. Joining them recently we may find critics coming from a pro-accountability standpoint. For example, Prof Rob Coe of Durham University, who has written provocatively about the poor reliability of graded observations, and questioned their relationship to other measures of quality in teaching and learning.

So where does the ETF stand?

Our role is to lead and support professionalism in education and training, and to stimulate and challenge the system to achieve new heights. More than this, it seeks to empower the profession itself to take control of policy debate and the standards agenda.

Informed, reflective and effective practice is the defining edge of excellence in education, and it is there we should look for answers to debates about what works best.

The ETF recently funded a seminar led by the Institute of Education discussing approaches to improving professionalism, one of a series on leadership of professionalism from different perspectives.

As part of this, support for research and evidence-based improvement, contextualised and practitioner-led, has been important.

Melanie Hunt and John Webber, of Sussex Downs College, reflected on their last three Ofsted inspections and set out a series of measures which, along with a culture of showcasing and celebrating good practice,

led to a more collegiate atmosphere, and were effective because they were perceived to be peer-led rather than top-down.

These included establishing teacher learning communities; providing small development grants to run a series of supported experiments; handing responsibility for leading quality improvement to curriculum managers, with teachers placed on a range of CPD pathways; and seconding strong practitioners and opinion leaders as ‘development advisers’ once a-week, to support improvement elsewhere.

When asked about what the process felt like for practitioners, Melanie highlighted the importance of ‘local colour’, and giving teachers the autonomy to interpret quality in a way that worked for their own area, while John added that leadership and buy-in from senior management was key to making the process sustainable, as was an understanding that what the staff felt was going on was as important as analysis of data.

Paul Wakeling, College Principal, and Paul Nutter, Assistant Principal, from Havering Sixth Form College described how they had promoted a learning culture within the college through leading by example, demonstrating their own commitment to learning and improving their own practices, and ensuring that staff had the time for professional reflection.

At Havering, lesson observations are now concentrated into one period of the year and the grade only given if staff request it — very few do. Now people ask to be observed when they are trying something out in order to get feedback for reflection. Their challenge at this point is to involve students in the process more and to scale up the approach to all departments.

Both Havering Sixth Form College and Sussex Downs College have previously taken advantage of programmes to support evidence-based improvement and practitioner-led research.

The message we can take from both of the examples here is not about our taking a stance on lesson observations — whether to grade or not to grade — but the vital importance of supporting research in the sector; instilling a culture of evidence-based improvement, and giving practitioners themselves the permission, time and resources to undertake evidence-based reflection and improvement.

BOB HARRISON

Member of the Further Education Learning Technology Action Group (Feltag) and the Education Technology Action Group, vice governors’ chair Northern College, board member of the National Institute of Adult Continuing Education board member and the Ufi Trust, and education adviser for Toshiba Information Systems

Technology recommendations about ‘political will, mindset and vision’

Funding and learner involvement figured in Feltag recommendations earlier this year. Bob Harrison outlines his view of the government response issued this month.

So Skills Minister Matthew Hancock has finally published his response to the 30-plus recommendations in the Feltag report launched in 2014 at the Education Innovation Conference in Manchester.

The reason for the delay in releasing the response may be a reflection of the cumbersome and bureaucratic machinations of government, but I think it has more to do with the barriers to innovation and change which are culturally and systemically built into our FE and skills sector.

The main recommendations were around the themes of horizon scanning, regulation, infrastructure, funding, learner involvement, employer engagement and probably the most important workforce capability and capacity.

All recommendations have been accepted with some needing further clarification and behind the scenes conversations and negotiations.

None has been rejected, suggesting a meeting of Feltag members’ and ministerial minds.

“Reading between the lines it is clear where the resistance has come from and those issues are now areas for further work and negotiation”

It is obvious from the Minister’s response that some agencies have been accommodating and responsive, but reading between the lines it is clear where the resistance has come from and those issues are now areas for further work and negotiation.

There will be some who will argue the response does not go far enough. For

example, many contributors to the process wanted the “50 per cent online” set as a target and to be achieved much earlier. However, there were others that claimed that would be unachievable for many providers and would create system instability.

Personally, I am pleased with the overall response and would much rather the Minister tries to take people with him on this journey rather than a Ministerial dictat which frankly is not Mr Hancock’s style.

This will be a long term paradigm shift where subtle nudges to a range of drivers will eventually create a culture where teachers will feel confident to innovate with technology enhanced learning.

Some people have concerns that a lot of the actions have been delegated to agencies such as Jisc [formerly the Joint Information Systems Committee] and Education and Training Foundation.

Martyn Harrow, JISC chief executive and Feltag board member, has given assurances that FE will be a bigger priority in future and in fact has increased the resources and restructured the FE team to support the work of the Regional Support Centres.

The ETF is still finding its feet and while it has had a massive investment from the Department for Business, Innovation and Skills — budgeted nearly £30m so far — there are some FE governors, principals, providers and teachers asking questions about the pace and impact of its work.

Personally, I am concerned that the £1m ETF has allocated to support learning technology is hopelessly inadequate and will go nowhere near the massive up-skilling which needs to happen and quickly.

We are still awaiting an announcement as to who the preferred bidders are for the Learning Technology tender issued early in 2014.

So how do we embrace and adopt ‘the spirit of Feltag’ rather than focus on minimums like “10 per cent online” courses?

How do we ensure we do not fall into the trap of thinking that technology-enhanced learning is just about online learning?

I am convinced we can grasp the opportunity that Feltag presents and catalyse FE in its transition from an industrial model to one which embraces and exploits the digital world.

Don’t be fooled — Feltag is not about technology. It is about mindset, vision, leadership and political will.

MICK FLETCHER

Mick Fletcher is a founder member of the Policy Consortium, a director of RCU Ltd, a visiting research fellow at the Institute of Education, University of London, and a regular contributor to the FE Week Experts section

Elite Colleges and the English class system

The issue of class prejudice has raised its ugly head, says Mick Fletcher, with the Department for Business, Innovation and Skills pushing ahead with its National Colleges plan

The idea that the problems of English FE can be solved by creating a new cadre of elite colleges was a bad idea when suggested by Shadow Education Secretary Tristram Hunt, bad when trailed as government policy by Business Secretary Vince Cable and bad now it has been officially launched by Skills Minister Matthew Hancock.

Despite the unusual distinction of endorsement by all three major political parties the idea that segregation leads to

success ignores all the lessons of history and risks damaging rather than developing progression routes to advanced vocational study.

Fundamentally, however, it is wrong because it is suffused with the corrosive prejudices of the English class system.

Class prejudice in England is so deeply ingrained that it is easily overlooked. Consider for example, the defence of engineering, endlessly quoted in almost every discussion of the subject — “people think it’s all about men with oily rags”.

It is true that engineering as a discipline can be a demanding theoretical subject, but the unspoken assumption is that it’s understandable, acceptable even, to look

EXPERTS: OPPOSING SIDES OF THE LAMBETH COLLEGE STRIKE HAVE THEIR SAY

An indefinite strike at Lambeth College has been putting learners’ hopes for their futures at risk since Tuesday, June 3. Here, the two opposing sides outline what is keeping them from agreement.

SALLY HUNT

University and College Union (UCU) general secretary



Educators are unlikely militants. Most FE teachers I have met would do anything rather than let down their learners. So what has brought us to the position where Lambeth College teachers are into their third week of indefinite strike action?

Our members are committed professionals, but they are not pushovers. The college has imposed an inferior contract for new staff, and the crux of the dispute is that they say its

“My hope is that this initiative will lead to a more positive dialogue with the college”

terms are “non-negotiable”.

Our members’ fears about the contracts will be obvious to most — the creation of a two-tier workforce will undermine current

staff conditions; some staff will be paid less for the same work as colleagues; and conditions which compare poorly to similar London colleges will make it even harder for a college which already has 24 per cent staff turnover to recruit. Yet the college refuses to listen to these concerns or to even acknowledge the worries that staff have.

Twice members have been balloted. Twice they have delivered massive majorities for action on turnouts that even Boris Johnson would think provided a mandate. Yet as said, the decision to go on strike has been agonising for most and the impact upon students is always at the top of their minds.

That is why when I read of students’ pleas to both sides to “sort it out so we can get our teachers back,” I asked officials to once again contact the college to offer unconditional talks.

My hope is that this initiative will lead to a more positive dialogue with the college. I speak from experience when I say that it is only through genuine negotiation that this dispute will be solved and until that time, as *FE Week* readers would expect, my union will stand 100 per cent behind our members.

down on men who work with their hands and with the apocryphal oily rag. Those men (and women) who keep our vehicles safe, keep the lights on in schools and hospitals and keep the wheels of industry turning are obviously less worthy of our respect than those who work in clean suits at a desk: so obviously that it’s not worth stating.

The unspoken assumption behind the elite colleges proposal is that it will remove those studying the more abstract aspects of vocational programmes from those with oily rags and grubby overalls, who are to be left behind in their local technical colleges. This will add to their status, though at the expense of those left behind since status is a zero sum game.

It is the same prejudice that taints the otherwise laudable development of University Technical Colleges — they make it clear to everyone that they focus on ‘clean’ technical subjects while the oily rag men go to studio schools.

Although they will gain in status from being distanced from those who get their hands dirty the new vocational vanguard will not make it into the social elite.

This is why we need to create new institutions despite having a range of world class universities delivering high level technical skills.

The clue as to why can be found in another class-based mantra of middle England — a profession of regret that the admirable polytechnics became universities.

Underpinning these expressions of concern about the ‘loss’ of polytechnics is a deep

mistrust of mass higher education.

The polytechnics, like the colleges of advanced technology before them, did not abandon technical studies when they changed their name — far from being ‘lost’ their applied and technical students gained the status of a university degree.

The real concern is that too many did, undermining the English assumption that degree level study is only for the elect.

They may also have got ideas above their station in life by having studied alongside those following non technical disciplines — unexceptionable when offered to the few in a traditional university, but somehow unacceptable when made more widely available.

This is why the elite colleges, despite their name, will aspire mainly to ‘sub degree level work’.

The clue, as they say, is in the name.

The intention is to develop a corps of non commissioned officers, given a little status by their separation from the foot soldiers but under no illusion that they dine at the top table.

Moreover, students at these new colleges will not be distracted by the other possibilities offered in institutions with a broad and balanced range of disciplines — true polytechnics.

These monotechnics are not simply focussed around a discipline but around projects if the HS2 model is typical.

Limited in breadth and limited in ambition; it is a peculiarly circumscribed notion of elite.

MARK SILVERMAN

Lambeth College principal



The new contract for new staff is part of the wider plan to ensure the long-term success of the college, so that it is ‘fit for purpose’ and able to secure outstanding provision alongside financial sustainability.

Following a failed Ofsted inspection in early 2012, alongside years of declining enrolments, worsening finances and crumbling buildings, the college has been on a remarkable journey of change and improvement.

We now have a much improved Ofsted report (2013) alongside increased success rates and enrolment figures. However, to manage on-going funding cuts and financial deficits of the last few years, the college must have a teaching contract that reflects a modern operating environment and sector norms.

Most importantly, the new contracts allow the college to meet the changing needs of its learners. It is disappointing that UCU has not engaged constructively in helping to shape the College so that it can be secure for the future. That said, we remain willing to work with them if they are willing to do so.

The new contract merely reflects normal practice in most other colleges and will enable learners to have teaching provision throughout

“The new contracts allow the college to meet the changing needs of its learners”

the year — something employers want to see.

The extra days in college will also allow for staff development, planning and preparation to support continuous improvement in teaching and learning. We consulted staff and Unions in March; spent two days at ACAS; and have always said that we are willing to have dialogue about assurances for existing staff, but the new contract is in operation and staff are signing up to it. Thankfully, most staff have continued to work and most students are unaffected by the strike.

We hope that UCU will call off this action, so that all staff can return to college to support student success.

CAMPUS ROUND-UP

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Mountaineer Bonita Norris by the ribbon on the climbing wall that she cut for the sports centre's opening ceremony. Inset left: Ms Norris speaking to students

Record-breaking mountaineer opens sports centre

Record-breaking mountaineer Bonita Norris scaled a climbing wall to cut a ribbon that officially opened Sparsholt College's new sports centre.

Ms Norris, aged 26, was guest of honour at the opening ceremony for the £2.7m sports centre, which contains a climbing wall, sports hall, gym and sprung-floor dance studio.

Ms Norris rose to fame when she became the youngest British woman to reach the summit of Mount Everest aged 22 in May 2010.

She said: "This is the best climbing wall I have ever seen in an educational establishment."

In an inspirational speech to students, she added: "Keep an open mind, say yes to things that scare you and don't be afraid to fail. Hard work is the secret to everything — pure talent is never enough."

Principal Tim Jackson said he

was proud of the sports centre and in particular the "truly spectacular climbing facility that is the envy of most FE colleges".



DO YOU WANT TO BE IN CAMPUS ROUND-UP?

Send your stories with pictures to campus@feweek.co.uk including names, ages and course details of students where applicable

Colleges work together to build and paint racing car for disabled people

The thrill of driving at high-speed around a track can be enjoyed by people with a wide range of physical and learning disabilities thanks to staff and students from Yorkshire-based Dearne Valley College and Specialist College Doncaster who joined forces to build and paint a specially-designed car for charity, writes Paul Offord.

A kit car put together by college learners in Yorkshire is fulfilling the dreams of people with physical and learning disabilities who never imagined they could get behind the wheel.

Staff and students from Yorkshire-based Dearne Valley College and Specialist College Doncaster built and painted the specially-designed car belonging to the Speed of Sight charity.

It is run by record-breaking blind racing driver Mike Newman, aged 52, to allow disabled people who are unable to use ordinary cars to experience the adrenalin rush of driving at more than 100mph.

He said: "I find driving fast exhilarating and had this idea of helping other people who have been told they can't drive to experience the same thing.

"This is the charity's second racing car and it has already been used by around 15 people with a variety of disabilities — including a 10-year-old lad who couldn't see."

The car was designed by Doncaster-based MK Engineering, which also put the engine, dual-steering and pedal controls into the basic chasis, before handing it over to South Yorkshire-based Dearne Valley College last November.

A group of 14 level one to three motor

vehicle repair learners designed, cut out and fitted the car's aluminium dashboard, mudguards, and metal runners for the fibreglass seats.

Daniel Weaver, 17, who helped install the engine's wiring, said: "I'm a big Formula One fan, so it was exciting to work on a racing car. It was nice to think about all the people who will benefit from it too."

The learners also modified and fitted the brakes, wheels, oil coolers, electrical wiring, seats and bodywork.

Tony Austin, automotive body repair tutor, said: "This project took a lot of hard work, skill and dedication.

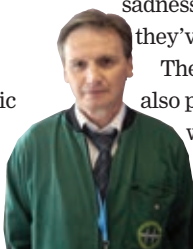
"For example, the seats on those kit cars are normally bolted to the chassis, but we made special runners so they could be moved forward to suit people for people with shorter arms and legs."

Mr Austin is also now a regular support mechanic when it is driven by people with disabilities.

He said: "The car can be driven by people with almost anyone, whether they are blind, have learning difficulties, or mobility problems, so long as they are with a qualified co-driver.

"It can be very moving. I've seen people get out of the car and start crying, not out of sadness but with happiness because they've fulfilled their dream."

The car's fibreglass bodywork was also painted white and red and its wheels black at Communication Specialist College Doncaster,



Automotive body repairs tutor at Dearne Valley College Tony Austin



Martin Harrison, principal of Dearne Valley College (far left), blind racing driver Mike Newman (seated in the car), and Andy Boothroyd, programme leader for automotive vehicle technology at Communication Specialist College Doncaster (back row, fourth from left), with representatives from the Speed of Sight charity and staff and students from Dearne Valley College and Specialist College Doncaster



From left: Level one automotive body repair students Alex Kent and Josh Ward, both aged 17, work on the car

level one and two motor vehicle maintenance students with hearing and other communication difficulties.

Andy Boothroyd, programme leader for



From left: Kane Haggarty, aged 10, who has Down's Syndrome, in the car with racing driving instructor Ashley Miller

motor vehicle technology, said: "We were up against the clock as we only had about two weeks to do all the work, but the students did really well."

& MOVERS SHAKERS

Your weekly guide to who's new and who's leaving

A former lecturer in business and management is to become the new principal of Walford and North Shropshire College (WNSC).

Jackie Doodson, currently principal of two years at Llandrillo College, in North Wales, takes over later this week.

She replaces Andrew Tyley, who has stepped down after seven years in the position to start his own consultancy.

Gillian Richards, governors' chair, said: "We are delighted with the appointment of Jackie as our new principal.

"We were extremely fortunate that we had a very strong field of candidates from which to choose, and we are very pleased that Jackie was among them.

"She will bring her extensive experience and knowledge to the role, and we are looking forward to working with Jackie in the months and years ahead."

Mrs Doodson has worked her way to the top at Llandrillo through four promotions — from lecturer in business and management;

quality manager; faculty director, business, computing and tourism; and vice principal, the last for over six years.

Meanwhile New College Stamford has announced it new principal to take over from Andrew Patience, whose retirement was revealed two months ago.

April Carrol, currently deputy principal at Sussex Coast College Hasting, will take up the post at the Lincolnshire college next month.

Ms Carrol replaces Mr Patience, who is retiring after four years leading the college.

She has more than 20 years' experience in the FE sector, and worked at South Thames College and City and Islington College before being appointed to her current post.

She was also interim quality director at Central Bedfordshire College, in Dunstable, and interim curriculum manager at Waltham Forest College, in London.

Ms Carrol is also an additional inspector (AI) with Ofsted, specialising in the core aspects of teaching and learning, and leadership and management.



Jackie Doodson

She became an AI through the Network for Black Professional's Black Leadership Initiative in 2005.

"I am absolutely delighted to have been appointed," she said.

"New College Stamford has a vital role to play in providing excellence in education and training opportunities for the local and wider community and, together with governors and staff, I am determined to establish it as the outstanding provider of choice for students, parents and employers."

Pat Terrey, governors' chair, said: "The board is very pleased to have secured the appointment of April Carrol and welcomes her to New College Stamford.



Andrew Tyley



April Carrol

"We are all looking forward to working with her in further developing our learners' experience."

If you want to let us know of any new faces at the top of your college, training provider or awarding organisation please let us know by emailing news@feweek.co.uk

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Salary £42,744 - £51,015 per annum

Derwentside College is successfully undertaking a journey of transition and innovation. We are an ambitious organisation, dedicated to meeting the educational and training needs of the individuals, communities and businesses we serve. Working in collaboration with a number of strategic partners, we are a significant provider of work-based vocational training across the North East region.

The College is seeking to appoint an experienced and professionally qualified Personnel Manager to contribute to the achievement of its aims at both a strategic and an operational level. Working closely with the Senior Management Team, the person appointed will provide wide-ranging employment-related advice – ensuring that excellent professional guidance and support is available to managers and employees on all aspects of employment legislation, statutory processes, policy, procedures, recruitment, terms and conditions of service and employee benefits.

Excellent leadership and management skills are essential for this post. So, too, is a genuine commitment to equality of opportunity and a high level of personal integrity. Applicants should be CIPD qualified or part-qualified and ideally have a first degree. They should also have proven experience of resourcing, employee relations, and remuneration and benefits – and be fully aware of recent developments in employment law and personnel best practice. They need to be able to work autonomously and to be self-motivated and flexible. Their interpersonal, written, and oral communication skills should be exemplary.

This is a permanent post. In the first instance, the appointment is part-time (paid pro rata for three days a week) but the College will consider making a full-time appointment for an outstanding applicant.

The College is positively committed to safeguarding and promoting the welfare of the children, young people and vulnerable adults who attend its education and training provision. All staff are expected to share this commitment. The person appointed will be required to obtain a satisfactory DBS Enhanced Disclosure.

As an equal opportunities employer, the College welcomes applicants from all sections of the community.

Application packs can be obtained by visiting our website www.derwentside.ac.uk. Alternatively, email personnel.dept@derwentside.ac.uk or telephone (01207) 585947 to request a pack.

Closing date for applications – Friday 4th July 2014

www.derwentside.ac.uk

Qube learning

HEAD OF QUALITY

Home based with a national coverage
£35K - £40K pa plus benefits

Qube Qualifications and Development is a successful Ofsted Grade 2 Provider delivering work-based learning programmes across England.

We have an exciting opportunity for a Head of Quality. You will have a proven track record as an Ofsted Nominee including SAR and QIP development as well as successful track record of consistently meeting targets and objectives and be a natural leader who is able to motivate and inspire people.

Key Performance Indicators:

- Quality Assurance
- Quality Performance
- Communication & Reporting
- Supply Chain

You will have experience in a similar role and working closely with Awarding Organisations and managing EQA visits. You will have an excellent understanding of work based learning and funding as well as experience of managing in a learning environment.

In return we offer a generous reward package with a real opportunity for the right candidate to influence the business and add significant value. If you would like to apply for this position please send your CV with a covering letter stating why you are interested to Sally Connolly at sally.connolly@qube-learning.co.uk. The closing date for applications is **18th July 2014**.

North Tec

TAI TOKERAU WĀNANGA

ENS

Education Networking Solutions

HEAD OF CORPORATE SERVICES

This is an exciting opportunity to work in a beautiful part of New Zealand with the chance of accelerated citizenship or for those wanting to have the experience of a large diverse college.

Responsible to: Chief Business Operations Director

Responsible for:

- Capital Asset Management & Maintenance
- Facilities Utilisation
- Information Communication Technology (ICT)
- Finance

Functional Relationships:

- Senior Management
- TEC
- Managers & Staff
- External Stakeholders

Primary Objectives:

- Lead and manage multi-disciplinary teams that provide services to the rest of NorthTec in the areas of finance, assets and facilities and information technology in a way that the teams:
 - Make wise decisions
 - Address issues and causes rather than symptoms
 - Focus on results rather than process
 - Are action orientated
 - Minimise complexity and simplify processes
 - Strive for excellence in performance
- Play a key leadership role in ensuring that NorthTec is a safe and healthy workplace
- Meet specific annual targets set by the Chief Business Operations Director

To apply, please contact Rachel Jones:
Rachel-jones@live.com / 07730512672

Farnborough College of Technology

PROGRAMME MANAGER MOTOR VEHICLE

REF: REQ000322
C£36,000 PER ANNUM FULL TIME

Farnborough College of Technology is rated an Outstanding College and is consistently one of the top performing Colleges in the country for academic achievement.

We are now looking to appoint a highly motivated, forward thinking individual, to lead and manage this key programme area. The role will cover ensuring the delivery of quality teaching and learning as well as the development of the curriculum to ensure that it meets the needs of learners and employers.

Applicants must be qualified teachers, with a relevant vocational qualification to at least level 3 and with at least 3-5 years of teaching experience, plus a proven track record of working in the motor industry.

Farnborough College of Technology is an Equal Opportunities Employer.

Orsted Outstanding 2011 2012

Farnborough College of Technology is an Equal Opportunities Employer.

CLOSING DATE: 6TH JULY 2014

TO APPLY:

Please go to our website (www.farn-ct.ac.uk/Jobs) for further information or to apply online.

DERBY college

Derby College is on a journey to outstanding and anyone joining us must share our high expectations of our staff and learners. A passion for learning and an appetite for achievement and excellence is a prerequisite for both the following key appointments.

Vice Principal - Curriculum Strategy and Performance Improvement £competitive salary

Reporting to the Chief Executive, you will be accountable for strategically leading all aspects of curriculum development and quality improvement, ultimately ensuring a consistently excellent learning experience and exceptional performance.

You will need to be:

- a strategic and analytical thinker with the ability to innovate and be creative
- a confident and credible professional with the ability to tenaciously challenge and positively influence the organisation's performance
- driven by a passion for improvement and aspiring to the achievement of high performance standards

You will need to have:

- in-depth knowledge of the Ofsted inspection process and have acted as 'nominee' in a successful inspection
- strategic understanding of the skills system and its current challenges
- experience of successfully leading quality improvement in an education/ skills environment.

For an informal discussion about this position with Mandie Stravino, Chief Executive Officer please contact **Katie Dourass** on **01332 387440**.

Closing Date: **Monday 7 July 2014**
Interviews held on: **17th and 18th July 2014**

Head of the Service Sector Faculty £competitive salary

Reporting to the Vice Principal Learner Journey and Inclusion, you will be accountable for the performance of our Service Sector curriculum areas - Catering; Business; Hair and Beauty; Travel and Tourism and Retail - ensuring an exceptional learning experience and outstanding outcomes for our learners and the provision of a curriculum that meets the needs of our employers.

You will need to be:

- an inspirational leader who can develop cohesive and high performing teams
- a well-rounded business manager who can effectively manage a large team, a significant budget and challenging performance targets
- driven to provide a responsive service to high standards

You will need to have:

- leading edge vocational expertise in one of the service sector areas within the faculty
- experience of management and of teaching (a Certificate in Education is required)
- vision and drive to grow this priority area for the College.

For an informal discussion about this position with Anita Traffon, Vice Principal Learner Journey and Inclusion please contact **Samantha Jackson** on **0300 123 7890 ext: 3495**.

Closing Date: **Monday 7 July 2014**
Interviews held on: **18th July 2014**

For further details of both positions and to apply, please visit the job vacancies section of our website www.derby-college.ac.uk

Lsect

Learning & skills ~ events, consultancy and training

We are looking for a:

SENIOR ADMINISTRATOR

SALARY: £22.5K TO £27.5K (DOE)

Greenwich, London

Responsible for the day-to-day functioning of the Lsect and FE Week office.

Roles will include: general office administration, financial administration, supervision of junior staff, assisting with the execution of events, supporting the sales executive and editorial team.

Closing date: 5pm, Friday, June 27

To apply email: victoria.boyle@lsect.com

For more information visit jobs.feweek.co.uk

Lsect is publisher of

FE Week



Give your learners an unfair advantage



The REED NCFE Partnership offers flexible solutions for colleges looking to support their students from learning into work and to enhance their employability reputation. Our work with colleges has led to thousands of learners successfully moving into part-time and full time work, and Apprenticeships. *Isn't it time you gave your learners an unfair advantage?*

Call 0191 605 3300 for more information or visit www.reed-ncfe.org.uk

3X more likely to get a job.

FE Week Sudoku challenge

How to play: Fill in all blank squares making sure that each row, column and 3 by 3 box contains the numbers 1 to 9

	2							6
8				6	7		9	4
7			4				3	
	1	5	6		9		4	
	4		2		8	6	7	
	6				3			7
1	7		9	4				8
9							5	

Difficulty:
EASY

5			4		9		3	
	8	4		7			2	
		2						
3			2			1		
		8		5		2		
		6			8			3
						4		
	6			4		8	5	
	2		9	7				6

Difficulty:
MEDIUM

Solutions:
Next week

Last Week's solutions

1	3	9	8	6	5	4	7	2
6	2	7	3	4	9	8	1	5
4	8	5	1	2	7	9	3	6
2	4	6	9	7	8	1	5	3
9	1	8	5	3	6	2	4	7
5	7	3	4	1	2	6	9	8
8	5	4	6	9	3	7	2	1
3	9	2	7	8	1	5	6	4
7	6	1	2	5	4	3	8	9

Difficulty:
EASY

8	2	1	3	6	7	9	5	4
3	6	4	8	9	5	1	7	2
5	9	7	2	4	1	3	6	8
2	5	8	4	1	9	7	3	6
9	4	6	5	7	3	2	8	1
7	1	3	6	2	8	5	4	9
1	3	2	7	8	6	4	9	5
4	8	5	9	3	2	6	1	7
6	7	9	1	5	4	8	2	3

Difficulty:
MEDIUM

Spot the difference
to WIN an FE Week mug!



Spot five differences. First correct entry wins an FE Week mug. Text your name and picture of your completed spot the difference to 07969 166 374.

The spot the difference winner for edition 106 was Simon Page, head of vocational learning at Ipswich-based WS Training

